



UNIVERSITY OF TORONTO

FACULTY OF MEDICINE

Faculty Council of the Faculty of Medicine
Minutes of the April 25, 2016 meeting
4:00 p.m.
Red Room, Donnelly Centre

Members Present: L. De Nil (Speaker), D. McKnight, T. Coomber, I. Witterick, G. Bandiera, M. Gosk, D'Souza, D. Dawson, S. Spadafora, G. Yousef, S. Rappolt, R. Hegele, V. Waters, T. Bressman, S. Wagner, A. Martin, P. Burns, A. Cochrane, T. Wolever, Y. Yunusova, P. Hamel, A. Emili, J. Nodwell, N. Romanosky, P. Berger, M. Carlone

Call to Order

The Speaker called the meeting to order and noted that there was a quorum.

1 Minutes of the previous meeting of Faculty Council – February 8, 2016

The minutes of the meeting of February 8, 2016 had been previously circulated. They were approved on a motion from P. Hamel and seconded by I Witterick. There was no business arising.

2 Report from the Speaker

The Speaker noted that there had been frequent conversations with the Provost's Office and the Governing Council since the last meeting regarding the proposed constitutional amendment to include Post-Doctoral Fellows (PDFs) as members of Faculty Council. He noted that the PDFs are recognized as an employee group on campus and that the Governing Council definition to the membership category "Administrative Staff" will be changing to include them specifically. The Administrative Staff group includes a wide variety of employee groups including research associates, managers, librarians, etc. The Speaker indicated that this change to the Governing Council definition means that a constitutional amendment is not required to allow PDF representation on Faculty Council and they are currently eligible for the five Administrative Staff positions on Council.

It was further clarified that only on campus, unionized PDFs would be represented – this covers 187 of 203 campus based PDFs – as the administrative change to the definition would only cover CUPE members.

3 Reports from the Dean's Office

3.1 Vice Dean, Research & Innovation

Dr. Richard Hegele reported that the Vice President, Research and Innovation had met earlier this afternoon with all the Vice Deans, Research from across campus. This meeting involved discussion on the Federal Government reviews on Research and Innovation. The Science Review (a review of the support provided for fundamental science) will be conducted by an external body that will have strong international representation and will run from this spring into September. In addition, the Government will be looking at its innovation agenda by defining clear outcomes, objectives, and metrics to measure progress towards its science and technology innovation agenda.

The Dean's Task Force on Research Integrity is ongoing and is gathering information and will provide a report with recommendations to the Dean sometime over the summer. The Task Force has conducted an

environmental scan of best practices to ensure that faculty are oriented to best practices in research integrity.

The Federal Government has announced two billion dollars in infrastructure funding to provide post-secondary infrastructure upgrades. The University is putting in applications for funds and the Faculty is positioning itself to receive funding.

3.2 Vice-Deans, Education

Dr. Sal Spadafora indicated that the report (included in these minutes beginning on page 5) was precirculated. Dr. Spadafora drew particular attention to the reappointment of Dr. Glen Bandiera as Associate Dean, PGME. Dr. Spadafora also noted that Dr. Jay Rosenfield's term as Vice Dean, MD Program will be coming to an end on June 30, 2016.

4 New Business

5.1 Education and Research Committees

5.1.1 Master of Health Science in Medical Radiation Sciences

The following was moved by I. Witterick and seconded by Y. Yunusova:

"THAT the proposal to amend the admission and program requirements of the Master of Health Science in Medical Radiation Sciences be approved as submitted effective September 1, 2016."

Ms. Nicole Harnett indicated that the Program has experienced lower than expected enrollment despite the need for opportunities for graduate education in the field. Advancing clinical practice is a strong motivation for pursuing higher education, there is a growing need for clinical and administrative leaders who are connected, engaged, and fluent in the context of radiation oncology practice. There is an increasing demand for therapists with advanced knowledge in key areas such as radiobiology and advanced radiation physics. While these domains are part of existing courses and research projects in the current program, opportunities to explore these other pathways in depth is limited due to the clinical focus of the practicum courses required by the program in the final year. An internal review identified that the mandatory clinical experience is seen as a deterrent to therapists whose interests lie outside front-line clinical practice to identify us as the program of choice. The proposed three themed pathways will share a core program in year 1, continuing to emphasize the three key goals of the program: Clinical Practice, Research & Academia, and Professional Leadership. Curricular customization for the pathways will be achieved through changes to the mandatory, optional, and elective courses. Students in the two new pathways will engage in a practicum built around their chosen pathway. The addition of specific pathways is consistent with trends: in other graduate radiation therapy programs worldwide, demonstrated professional demand, and expressed desire of potential candidates.

This proposal includes changes to the admission requirements of the program. Currently, the admission requirements include a minimum of 5000 hours of clinical experience in the 5 years prior to being admitted to the program. The program has learned that success in the program is less correlated to length of time in practice than originally thought. The 2015 internal review highlighted a significant proportion of enquiries about the program came from recent RTT graduates who are ineligible to apply due to the work experience requirements. A reduction to 900 hours of work experience will still ensure applicants are adequately prepared for the clinical components of the program.

The Motion Passed.

5.1.2 Master of Science in Occupational Science and Occupational Therapy

The following was moved by I. Witterick and seconded by D. Dawson:

“THAT the proposal to add an Advanced Standing Master of Science in Occupational Science and Occupational Therapy (MScOT) program to the existing MScOT program be approved as submitted effective September 1, 2016.”

Ms. Andrea Duncan indicated that this proposed modification will add a one year part-time Advanced Standing Option for admission into the MScOT program with a combination of in-person and online learning. The Advanced Standing Option will allow eligible occupational therapists with a BScOT to acquire the MScOT degree. The 12-month part-time program includes a one-week residency followed by online courses. Occupational therapists entering the program must be eligible for licensure for independent practice with a provincial regulatory body. As such they have completed the majority of the academic and all of the fieldwork requirements of students enrolled for 24 months in the MScOT program. Thus, the Advanced Standing Option is reduced from 6 sessions to 3 sessions and a reduced requirement for FCEs from 18 to 3.5

The Motion Passed.

5.2 Executive Committee

5.2.1 Faculty Council By-Laws

The following was moved by I. Witterick and seconded by Y. Yunusova:

“THAT the proposed amendments to the Terms of Reference of the Board of Examiners - Undergraduate Medical Education and the Board of Examiners - Physician Assistant Professional Degree Program be approved as submitted to take effect July 1, 2016.”

The Speaker indicated that the proposed amendment to the Faculty By-laws which will merge the UME and BScPA Boards of Examiners was motivated by difficulties in establishing consistency on the BScPA Board given the size of the program and the infrequency of meetings. The overlap in potential members and other required attendees of the two Boards, along with the UME Board’s monthly scheduled meetings, will mean that the Board will better be able to address issues in a timely fashion while also keeping members engaged.

The Motion Passed.

The following was moved by I. Witterick and seconded by T. Wolever:

“THAT the membership of the Board of Examiners - Undergraduate Medical Education be temporarily expanded to allow current members of the both the Board of Examiners - Undergraduate Medical Education and the Board of Examiners - Physician Assistant Professional Degree Program to serve on the newly constituted Board of Examiners - Undergraduate Medical Education for one additional term of service.”

The Speaker indicated that the second proposed motion would temporarily increase the BOE membership and grant members the ability to serve one additional term in order to prevent any current member from either Board from losing their position (provided their position remains on the combined Board).

The Motion Passed.

5 Standing Committee Annual Reports

6.1 Education Committee

Dr. Ian Witterick indicated that the Education Committee will be meeting four times this academic year with one meeting remaining. Dr. Witterick noted that the Education Committee is now amalgamated with the Graduate Education Committee and has reviewed and approved 15 graduate courses. Also reviewed by the committee were the major program modification just approved by Council and the UME Curriculum amendments approved on February 8.

6.2 Research Committee

Dr. Paul Hamel noted that the Research Committee met twice this year. Dr. Hamel indicated that the Faculty Council Executive Committee's amended process to allow Standing Committee Chairs to determine which items were reviewed by which Standing Committees has been well met and has allowed the Research Committee to provide input into a greater variety of items.

The Research Committee remains concerned with the direction of research within the Faculty of Medicine and the greater University with respect to a number of new programs and initiatives that have come before council recently. These programs are seen to have a meager research component compared to what is typically expected of a student in a graduate program. The Research Committee feels that a broader discussion of programs of this type should be had within the Faculty.

6 Faculty Council Forum

Dr. Bonnie Kirsh presented a Forum discussion on Stress and the Mental Health of University Students.

7 Adjournment

The meeting was adjourned at 5:30pm

Council of Education Vice Deans Faculty Council Report

April 25, 2016

Submitted on behalf of:

Dr. Allan Kaplan, Vice Dean, Graduate and Academic Affairs

Dr. Jay Rosenfield, Vice Dean, MD Program

Dr. Salvatore Spadafora, Vice Dean, Post MD Education (PGME & CPD)

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Office of the Education Vice Deans, Integrative Activities

1. 14th Annual Education Achievement Celebration

The Faculty of Medicine's **14th Annual Education Achievement Celebration** will be held on **Wednesday, May 11th, 2016** from **5:30–7:30pm** in the **Great Hall at Hart House**. This annual evening of celebration hosted by the Education Vice Deans is a Faculty-wide forum to recognize and showcase excellence in teaching and education. We are pleased to announce that this year's **C.I. Whiteside Education Achievement Keynote Address will be delivered by Dr. Herbert Ho Ping Kong**. To RSVP, please visit: <http://tinyurl.com/goq3uzw>

2. Spring Call for Awards

Every spring and fall, our Faculty's Teaching and Education Awards Committee recognizes individuals who are making significant contributions to medical education. Faculty members who are demonstrating excellence in teaching, education scholarship and leadership in education, are recognized for their contributions by supporting their nomination to a diverse selection of awards. These awards fall under the following 8 categories:

- Early career achievement
- Career achievement and sustained excellence
- Excellence in clinical teaching
- Innovation
- Equity, diversity and gender
- Mentorship
- Program development
- Faculty development

At this time, we welcome nominations for the following awards:

Early Career Achievement

- [CAME New Educator's Award](#)
- [CMA Award for Young Leaders](#)

Career Achievement and Sustained Excellence

- [CAME Ian Hart Award for Distinguished Contribution to Medical Education](#)
- [RCPSC Duncan Graham Award](#)
- [UofT President's Teaching Award](#)

Mentorship

- [CMA May Cohen Award for Women Mentors](#)

Program Development (Incorporating CanMEDS Roles into a Health-Related Training Program)

- [RCPSC Donald R. Wilson Award](#)

To access the electronic nomination form, please visit: <http://www.medicine.utoronto.ca/form/internal-nomination-form-external-teaching-awards>.

Please note: to ensure sufficient lead time for adjudication and preparation of nomination dossiers, the *internal* nomination deadlines are set well in advance of deadlines for final submission.

Please submit online nomination forms and supporting documentation by **5pm** on **Friday, May 27, 2016**.

This deadline will be strictly observed and late nominations will not be accepted. Supporting documentation should be submitted electronically to edudeans@utoronto.ca.

For questions, please contact the Office of the Education Vice Deans, edudeans@utoronto.ca.

3. Community Based Teaching Awards 2016

Established by the Faculty of Medicine in 2012 these awards acknowledge the significant contribution of an increasing number of University of Toronto community-based teachers to the learning of medical students and residents at the University of Toronto. The first award recognizes excellence in community-based clinical teaching in a Community Hospital, the second award recognizes excellence in community-based clinical teaching in a Clinic or Office setting, and the third award recognizes sustained excellence in community-based clinical teaching.

The awards are presented at the Faculty of Medicine's Annual Education Achievement Day Celebration, which will be held on May 11, 2016. Below is a complete list of Award Recipients:

- Dr. Nina Horvath, Department of Family & Community Medicine, in the category of Excellence in Community-Based Teaching (Community Hospital)
- Dr. Rosa Braga-Mele, Department of Ophthalmology & Vision Sciences, in the category of Excellence in Community-Based Teaching (Clinic/Office)
- Dr. Jeff Weissberger, Department of Family & Community Medicine, in the category of Sustained Excellence in Community-Based Clinical Teaching

4. Staffing Announcement

We are pleased to announce that Morag Paton will be seconded into the role of Project and Administrative Manager in the Office of the Vice Deans, Education while Lindsey Fechtig is on maternity leave (April 15th, 2016 returning May 8th, 2017). Morag previously held the position between August 2007 and June 2013 prior to moving to the Department of Family and Community Medicine to support the growth of the Office of Education Scholarship. Morag will be joining the office effective Monday April 4th to commence the transition. As of April 15th all Education Vice Deans related enquiries and correspondence should be directed to morag.paton@utoronto.ca. Awards and Education Achievement Celebration related enquiries should continue to be sent to edudeans@utoronto.ca.

Undergraduate Medical Education (MD) Program

1. CaRMS 2016 Match Results

The following are initial statistics; more will be available over the next few months.

92% (237 of 257) of UofT students who applied to Canadian residency positions were matched in the first iteration of CaRMS, which is slight decrease from our 2015 first iteration match rate (95%) and slightly less than the 2016 national average (94%). The match rate of MAM students (91%) is consistent with the match rate of the overall UofT class.

Of the UofT students who were matched in the first iteration of CaRMS:

- 35.4% of the overall UofT class and 35.8% of MAM students matched to Family Medicine, which is consistent with our vision of and commitment to social accountability
- 48.1% matched to UofT residency programs
- 76.4% matched in Ontario

We are actively working with our students who did not match in the first iteration to help them prepare for the second iteration.

2. Admissions

Interviews of candidates for September 2016 entry were held on February 27 and 28, March 12 and 13, and April 10.

MD Program

	Sept 2014 entry	Sept 2015 entry	Sept 2016 entry
Applicants	3463	3488	3118
In-depth/ full file review	1990	1777	1934
Interviews	600	599	599

MD/PhD Program

	Sept 2014 entry	Sept 2015 entry	Sept 2016 entry
Applicants	123	102	95
In-depth/ full file review	88	83	82
Interviews	46	47	37

3. Curriculum

Computing for Medicine

Providing medical students with a variety of educational opportunities that complement the objectives of the MD program's core curriculum is an important strategic direction for UME. Computing for Medicine, which was profiled in the [March 9, 2016 MedEmail](#), is a new "MD plus" program that launched in late February under the leadership of Dr. Marcus Law, Director of Preclerkship Renewal and Academic Innovation. Offered in collaboration with the Department of Computer Science, Computing for Medicine is a 14 month course that provides MD students with a coding boot camp, further coding exercise, and seminars that focus on knowledge application. A total of 61 first and second year MD students enrolled in the first offering of the course, which will be offered again next year to the first cohort of UME's new Foundations curriculum.

Foundations Curriculum

The redevelopment of the first two years of the MD program, traditionally called the preclerkship, and which we are now calling the [Foundations Curriculum](#), is on schedule. The new curriculum will be launched for students entering the MD program in August 2016. It will feature a highly integrated program with clinical content from the beginning of medical school, early exposure to patients and the community setting, extensive use of online materials to support learning, and an assessment program designed to support learning. Activity is occurring on multiple fronts to ensure a smooth implementation of the new curriculum.

With respect to curriculum development, a comprehensive blueprint of learning outcomes for each course has been created, and detailed course-level design is well underway. A variety of resources that new and returning faculty can take advantage of to prepare to teach the new curriculum are also being developed. The development of a new programmatic assessment model that aligns with integrated approach of the new curriculum is also well underway.

Longitudinal Integrated Clerkship (LnC)

In 2016-17, there will be a total of 27 LnC students, comprised of eight students at each of the FitzGerald and Peters-Boyd Academies and 11 students at the Wightman-Berris Academy. Since the initial pilot offering in 2014-15, which involved seven students at the FitzGerald Academy, the LnC has continued to grow towards its ultimate goal of having 50 students (approximately 20% of the class) in a LnC on an ongoing basis. To help support achievement of that goal, the Mississauga Academy of Medicine has committed to offer a LnC in 2017-18.

4. Governance and Leadership

- Dr. Katina Tzanetos was appointed as UME Faculty Lead for Clinical Skills. In that role, she is responsible for the overall integrated design, development, implementation, and evaluation of the various curricular elements in the MD program to develop competencies in clinical skills.
- Dr. Eugenia Piliotis was appointed as Peters-Boyd Academy Director, effective February 1, 2016 for a five year term. Dr. Piliotis has been serving as Interim Academy Director since July 2015.
- Dr. Adrienne Tan was appointed as Interim Medical Psychiatry Alliance (MPA) Fellowship Lead for a six month term, January to June 2016. In that role, she will focus on the development and

delivery of MPA fellowship training to physicians and other healthcare professionals. These initiatives will align with the UME MPA activities to bridge training across the learner continuum.

5. Awards

- Dr. Martin Schreiber, Director of UME Curriculum, was recognized as a 2016 3M National Teaching Fellow by 3M Canada and the Society for Teaching and Learning in Higher Education. He was honoured for his exceptional contributions as a medical educator and as a committed leader in medical education.
- Dr. Lori Albert, course director for Mechanisms, Manifestations and Management of Disease in the current Preclerkship curriculum and course director for Concepts, Patients and Communities-1 in the new Foundations curriculum, received the Canadian Rheumatology Association 2016 Teacher-Educator Award. She was recognized for her many contributions to medical education in rheumatology.

6. Office of Health Professions Student Affairs

Although facilitated study groups, such as PREP, are generally characterized by a marked decline in student participation, this year's sessions continued to attract a significant number of students throughout the term. Evaluations of sessions suggested that participants found the use of interactive worksheets, charts and diagrams "really useful," and they appreciated the PREP Leaders' organization, dedication and enthusiasm.

We have introduced PREP sessions for the OT Program.

Four submissions from the Counselling team—academic, career and two from personal counselling—were selected to present at the 2016 CCME in Montreal, Quebec.

The Summer Mentorship Program (SMP) is entering its 22nd year. We are currently in our early application process (of two) and have received 64 applications. Six of those applications are from Indigenous students which represents an increase over this time last year.

The 2015 SMP cohort had 61 students, including 11 Indigenous students.

Counselling –This year's academic year is reported from August 1 to April 1. Previous years are reflected as August 1 to July 31.

Number of sessions per department:

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 Aug-April 1
Personal	640	837	852	962	1075	1394	886
Career	360	450	825	1415	1711	1577	1273
Academic	51	49	48	46	116	139	45

Students							
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Personal	164	193	189	245	263	284	162
Career	203	247	476	732	738	681	625
Academic	51	59	48	29	62	84	35
Associate Dean	203	168	224	225	211	163	123

7. Physician Assistant Program

HR Changes/Developments

The BScPA Program is expanding its number of appointed faculty. In 2015-16, two additional Physician Assistants (PAs) have received academic appointments in the Department of Family & Community Medicine at the rank of Lecturer, Status only. As practicing PAs, the experience of these educators provides students with the additional perspectives of the real world in this growing profession.

Reorganization of the Program structure continues in our move to a sustainable model of efficiency while maintaining student focus. In April 2015 the clinical office restructured to a part-time Clinical Course Director and a full-time Clinical Placement Officer. In Fall-Winter 2015-16 a Search Committee was established to fill the position of Program Director, as part of the restructuring initiatives. This new position will allow for a division of tasks and responsibilities for the Medical and Program Director, respectively. The intention is to focus the Medical Director role on clinical and academic liaison activities.

Along with internal reorganization of the Program, oversight has evolved. The Department of Family & Community Medicine (DFCM) remains the degree-granting department for the BScPA Program, and the Vice Dean, MD Program remains involved to support the integration of the PA program with UME activities. As of January 2016, the decanal oversight of the BScPA Program falls under the portfolio of the Vice Dean, Partnerships, which also provides the PA program with continuity of leadership.

Evaluation

The Program continues to arrange significant opportunities for students to provide feedback on guest lecturers, courses, Course Directors, clinical placements and the program in general. The annual Course report process has been solidified, with Course Directors submitting these reports prior to annual review meetings with the Program leadership, with a focus on adjustments or updates for the next iteration of the course.

A Graduate Census survey was conducted in October 2015. Seven out ten of our graduates feel that the format of the Consortium of PA Education Program assisted them in finding a job in the area of need. Notable quotes from graduates on their overall satisfaction include:

- “PA’s work is really appreciated!”
- “I feel well trained and prepared as a PA entering practice”
- “I currently love my job...”
- “I feel like I have learned so much since graduation...I do feel that the gap needs to be solidified with regulation of our profession”

Curriculum

In October 2015, the Canadian Association of Physician Assistants (CAPA) released CanMEDS-PA 2015 to replace the former National Competency Profile for Physician Assistants.

The BScPA Program held a Curriculum Retreat in March 2016 where we completed a matrix exercise with our Course Directors and student representative. The main objective of this retreat was achieved: to incorporate the revised competencies into our existing courses. Additional work was done on various key curriculum themes, in efforts to scaffold content and integrate across the program. The goal to



deliver the revised curriculum for September 2016 is realistic and attainable. Significant team building activities allowed for safe and creative discussion, especially when we wore different “hats” in order to share our perspectives. The growth and evolution of the PA program is apparent.

8. MRS Program

2015/2016 MRS Program Enrollment:

- Total Program Enrollment: 257
- Radiological Technology: 110
- Nuclear Medicine and Molecular Imaging Technology: 36
- Radiation Therapy: 111

UHN/Michener Integration

The following is the communication that was sent out to all stakeholders regarding the UHN/Michener integration. At this time there is nothing to update on how this integration will impact the MRS Program.

The Michener Institute of Education at UHN

In 2016, The Michener Institute for Applied Health sciences integrated with University Health Network to become The Michener Institute of Education at UHN. This Canadian-first model for health care education brings together a diploma-granting education institution with an academic health sciences network within a single organization.

The Michener Institute plays a significant role in anticipating and meeting health labour force needs. The integration between Michener and UHN strengthens that role by more deeply embedding teaching in daily clinical practice and research and the country’s biggest teaching hospital and health facility.

Integration presents an opportunity to develop a model of health care education that will:

- Strengthen the role of education as a fundamental part of Ontario’s health system, ensuring quality care and patient safety;
- Create the capacity to rapidly adapt health professional training to meet pressing challenges and to seize new opportunities for innovative health care education solutions;
- Leverage expertise, capacity, scope and scale across the health care continuum by integrating both organizations, which already have established a strong and rich history of partnership and collaboration and which share similar commitments to quality education;
- Integrate education, research and clinical practice; and
- Be the ‘go-to’ applied health solution provider for Ontario.

As we move forward together with UHN, Michener is poised to have a lasting influence on our health care system. Our students, and the commitment to exceptional student experiences, remain at the heart of this vision.

Accreditation

In January the MRS Program received the following communication from the CMA that they were divesting responsibility of accreditation services.

To Program contacts of CMA accredited and registered programs

CMA Accreditation announced today that it will divest itself of responsibility for assessing and accrediting health education programs within the next 24 months.

NewCo – CMA’s newest company and CMA Accreditation’s governing body – has a service delivery mandate that puts an intense and strategic focus on the personal and point of care needs of individual physicians. Following an extensive program review, it has become apparent that accreditation functions lie outside that mandate.

CMA Accreditation is embarking on a responsible exit from these accreditation activities and intends to work closely with all stakeholders.

Current operations

CMA Accreditation will continue to operate for up to 24 months and scheduled accreditation activity within that period will continue to be offered. Given the implications beyond the 24 month period, new applications will not be accepted.

Transition planning

CMA Accreditation will be working with stakeholders to identify go-forward solutions that ensure a smooth transition for everyone involved.

The Canadian Association of Medical Radiation technologists (CAMRT) in collaboration with 9 other professional associations, including CAPA (Canadian Association of Physician Assistants) are working towards a collaborative solution.

Post MD Education (PGME & CPD)

PGME Section

1. Governance, Leadership

Dr. Glen Bandiera was reappointed as Associate Dean, Postgraduate Medical Education for a second five year term beginning July 1, 2016.

Dr. Bandiera is a Professor in the Department of Medicine at the University of Toronto and Chief of Emergency Medicine at St. Michael's Hospital. As Associate Dean, PGME, Dr. Bandiera has the oversight of all accredited postgraduate programs. He also is the PGME lead for Competency-Based Medical Education (CBME). Nationally, he is past Chair of the Committee on Accreditation and Chair of the Specialty Committee, Emergency Medicine at the Royal College and has served as President of both the Canadian Association for Medical Education (CAME) and the CAME Foundation.

Dr. Bandiera has won the Department of Medicine Educator of the year award, the Goldie Award for Education, and the Robert Hyland Mentorship Award for his impact as a mentor. Within the Faculty he was awarded the Mickle fellowship for postgraduate medical education, and has twice won the Helen P. Batty Award for Excellence and Achievement in Faculty Development. Dr. Bandiera has been instrumental in the development of standardized assessment tools for teachers and residents and has recently overseen the development of a national approach to residency selection. He is viewed as an expert in the development of assessment forms and takes on a mentorship role regarding improvements to the rotation, teacher, and resident evaluation methods used in the Faculty. He has authored over 100 peer-reviewed publications and presented over 250 invited lectures, workshops or seminars related to education.

2. Competency Based Medical Education

In 2011, the College of Family Physicians of Canada revised their residency education into the "Triple C" competency based curriculum. "Triple C" stands for (i) Comprehensive care and education (ii) Continuity of care and education and (iii) Centred in Family Medicine. Family Medicine has been developing assessment and feedback tools to make sure residents obtain necessary information about their achievement of targets in this curriculum.

The Royal College of Physicians and Surgeons of Canada (Royal College) has moved to a new framework for residency education with the launch of CanMEDS 2015 this past year, with implementation to follow in 2016. In addition, the Royal College has established Competency by Design (CBD) as its new educational approach for competency based education.

The Royal College recently made a decision to delay the implementation for the inaugural 2 CBD programs (Otolaryngology- Head and Neck Surgery and Medical Oncology), pending further

consultation. In the meantime, PGME at U of T is moving forward with pilot testing the CBD implementation to ensure programs are well supported and coordinated with assessment tools, faculty development and learner preparation. A newsletter for CBME at PGME U of T was distributed in November 2015 and March 2016.

As of February 1st, Susan Glover Takahashi is PGME's central lead in supporting programs in their transition to CBME. This has resulted in a realignment of resources within Post MD to manage this new focus.

3. Accreditation

The University of Toronto is 3 years through the 6 year accreditation cycle, leading to the RCPSC and CFPC external survey visit currently scheduled for 2019. The Internal Review Committee, a standing committee of the Postgraduate Medical Education Advisory Committee, has reviewed approximately 40 specialty programs as part of our mandated quality assurance process. Internal Reviews have also been completed at 8 of the 15 Family Medicine training sites and the Family Medicine Internal Review Subcommittee held its first official meeting in March. Since the February 2016 report to the Faculty Council, the Emergency Medicine, General Surgery, Urology and Adult Respiratory programs have been granted an accreditation status of Accredited Program with follow-up by Regular Survey by the Royal College of Physicians and Surgeons of Canada.

4. Conferences, Workshops, Leadership, Faculty Development

The Canadian Conference on Medical Education (CCME) will be held in Montreal April 15 – 19, 2016. The theme is "Accountability from Self to Society" with participation, presentations, and posters from PGME faculty and staff.

As part of its continued outreach and administrative support to residency program administrators and hospital medical education office staff, PGME offered 7 sessions in the December-March period, including topics such as internal reviews, What's new in POWER, Board of Examiners, remediation, Resident Wellness, along with presentations by CPSO, Touchstone Institute and the Royal College of Physicians and Surgeons of Canada.

During this same period, 4 Program Director development workshops were held regarding CanMEDS 2015, Competency Based Education, and Internal Review documentation.

PGME recognizes the important leadership role played by chief residents and provides ongoing support necessary to them as they tackle the challenges of holding a peer-leader role. A Chief Residents Leadership and Networking Forum was held in February 2016.

A Post MD Appreciation event was held on March 2, 2016 to acknowledge the leadership role of our Post MD faculty in educating tomorrow's health professionals and academic leaders.

5. CaRMS Results 2016

Residency intake positions at the Ontario medical schools were reduced by 25 positions for the 2016 CaRMS match. UofT's portion of the reduction was 9 positions, bringing our quota for the 2016 CaRMS match to 407. All 407 PGY1 positions filled in the first iteration. For the fourth year in a row, the University of Toronto is the only medical school in Canada to fill all of its positions in the first round. Of the 407 filled positions, 337 were filled by Canadian Medical Graduates and 70 were filled by International Medical Graduates. The breakdown of our filled positions is below:

U of T - 2016 1st Iteration PGME CaRMS Match Results			
Discipline	CMG Positions	IMG Positions	Total
Anesthesia	14	4	18
Cardiac Surgery	1		1
Dermatology	4		4
Diagnostic Radiology	8	2	10
Emergency Medicine	7	3	10
Family Medicine - GTA	114	20	134
Family Medicine - Barrie/Newmarket	14	4	18
Family Medicine - Rural	8		8
Family Medicine Integrated Research	1		1
General Surgery	10	3	13
Internal Medicine	53	11	64
Laboratory Medicine	4	3	7
Medical Genetics		1	1
Neurology	4	3	7
Neurology - Pediatric	1	1	2
Neurosurgery	4		4
Obstetrics & Gynecology	10	2	12
Ophthalmology	4	1	5
Orthopedic Surgery	7	2	9
Otolaryngology	5		5
Pediatrics	15	4	19
Physical Med & Rehab	3	1	4
Plastic Surgery	4		4
Psychiatry	32	4	36
Public Health and Preventive Medicine	1		1
Radiation Oncology	3		3
Urology	4	1	5
Vascular Surgery	2		2
Subtotal	337	70	407

The 337 U of T PGME positions for Canadian Medical Graduates were filled by:

- 115 U of T graduates
- 143 from other Ontario medical schools
- 77 from other Canadian medical schools
- 2 from the U.S.

6. Awards

- Dr. Susan Edwards, Director, Resident Wellness was the 2015 recipient of the Resident Doctors of Canada Puddester Award for Resident Wellness. Award winners are those who exemplify creativity and leadership to improve and promote resident wellness and bring about positive, long term improvement to resident wellness in Canada. The award will be presented at the annual Canadian Conference on Medical Education in Montreal, April 17, 2016.
- Dr. Sarita Verma is the 2016 recipient of the Charles Mickle fellowship. The Mickle is awarded annually to a physician who has “done the most within the preceding 10 years to advance and promote sound knowledge of a practical kind in medical art or science by careful and thorough work”. The award will be presented at the Faculty’s annual Education Achievement Celebration on May 11, 2016.

7. Graduation Events

PGME, in conjunction with the Faculty of Medicine’s Advancement Office, has been supporting the graduation events of clinical departments. Events include distribution of certificates and awards, remarks from department chairs and the Associate Dean PGME, reception, photographs, music and activities for children.

To date, the following events have been scheduled for 2016:

Department	Day	Date
Medicine	Wed	25-May
Otolaryngology	Wed	8-Jun
Radiation Oncology	Wed	15-Jun
Medical Imaging	Thurs	16-Jun
Psychiatry	Thurs	16-Jun
Anesthesia	Wed	22-Jun
ObGyn	Thurs	23-Jun
Pediatrics	Mon	27-Jun

8. Global Health

The 2016 Global Health Day will occur Thursday June 9, 2016 from 12 noon to 5 pm at the McLeod Auditorium. The theme is “Health Beyond Borders” with Dr. James Orbinski to deliver the opening address on the “State of Humanitarianism “. The graduation ceremony for the 2016 class of residents in the Global Health Education Initiative will also take place at the event.

Applications for the Global Health Education Initiative (GHEI) Class of 2018 continue to be received.

9. Projects/Initiatives

The Vice Deans received the Report from the external consultants (Ambit) with results of the environmental scan of Learner Management Systems available to support both PGME and UGME needs related to registration, evaluations and other functions. The decision was made to continue the relationship with Knowledge4You with an anticipated move from POWER and MedSIS to MedSIS 3C. PGME has begun the process of analyzing and reassessing our workflow processes to ensure fit within MedSIS 3C.

The Fellowship Education Advisory Committee (FEAC) was established in 2009 as a source of advice to the now Vice Dean, Post MD Programs on the oversight of clinical fellowship training and the management of fellowship issues. The FEAC is preparing a report to provide a comprehensive review of all FEAC activities, products and accomplishments to be published in June 2016.

Over 1,000 international learners are registered annually with PGME. PGME has been liaising with university HR & Equity to ensure that significant, new immigration requirements, processes, and fees do not negatively affect our international learners and training programs.

Diversification of our international learners continues with new training contracts signed with Bahrain, Kuwait.

Registration - Our hospitals now require all trainees to complete 7 mandatory Hospital Health and Safety Policy (HHSP) Modules prior to the start of training at their sites. Five modules are located within POWER:

- Hand Hygiene
- Sharps Safety
- Privacy and Personal Health Information
- Workplace Violence and Harassment
- WHMIS

Two HHSP modules which are a new requirement for 2016-17 are located outside of POWER. They are:

- Worker Health and Safety Awareness
- Working Together: The Code and the AODA (Accessibility for Ontarians with Disabilities Act)

PGCorEd is a series of self-directed multimedia web-based learning modules for PGY1 and PGY2 residents, covering topics in the CanMEDS 2015 Physician Competency Framework. PGCorEd has been refreshed with CanMEDS 2015 content and improved design functionality and is accessible from any mobile device. **Teaching in Residency** is the first module to launch in the new **PGCorEd** series. We anticipate that there will be approximately 6-8 modules launched by January 2017.

Continuing Professional Development Section

1. Governance, Staffing

The CPD Office is in the process of a 5-year review of our strategic plan with a goal of alignment with the priorities of Faculty of Medicine.

Connecting with our audience in new ways continues to be a focus for CPD. To assist in this effort, the CPD Marketing and Communications team has expanded to include a Digital Communication Strategist. On March 1, the team welcomed Mark Berkovich to this new role. Mark has a background in recruitment and communications with U of T and will support the development and implementation of social strategies to connect with our learners. He will also be responsible for CPD's web presence including our main page and conference sites.

2. CPD Academic

Continuing Professional Development has continued to provide excellence in academic programming. The number of accredited courses continues to grow annually, and while the majority are live events, increasingly innovative methods of learning are being incorporated into courses and conferences, including web-based and simulation-based learning.

The 2-day IDEAS Quality Improvement course continues to attract a wide audience from across all professions and sectors. All our courses for 2015-2016 were fully subscribed and an extra winter session was added due to high demand. We are now working with Trillium Health Partners to develop a customized course for physicians at that site. The Safe Opioid Prescribing Course and Medical Record Keeping Courses continue to be successful with excellent evaluations and feedback from participants. The International Foundations CPD Certificate program was successfully launched in October 2015 and consists of 10 monthly 1.5 hour webinar based sessions.

The 2015 CPD Award winners were announced as follows:

- *Colin Woolf Award for Longterm Contribution to CPD - Dr. Shelly Weiss and Dr. Vincent Chan*
- *Colin Woolf Award for Excellence in Course Co-ordination - Dr. Yvonne Chan, Dr. Allen Vescan and Dr. John Lee for Rhinology Update 2015*
- *CPD Interprofessional Health Care Team Award - Dr. Diana Kljenak for Department of Psychiatry, 8th Bi-Annual Community Education Day: Who's Afraid of Borderline Personality Disorder? Using strategies from dialectical behaviour therapy with emotionally deregulated patients*

- *Ivan Silver Innovation Award - Dr. Kazuhiro Yasufuku for the Endobronchial Ultrasound Program*
- *Fred Fallis Award for Excellence in Distance Learning - Dr. Peter Selby for TEACH (Training Enhancement in Applied Cessation and Health) Program*
- *David Fear Fellowship - Dr. Rene Wong*

Dr. Schneeweiss is taking part in a CPD Ontario task force on Physician Assisted Death (PAD) for review of upcoming physician education and resources based on the new federal legislation.

University of Toronto CPD was represented at the World Congress of CPD in San Diego, California with workshops and posters by various faculty members including Dr. Jamie Meuser, Dr. Savithiri Ratnapalan, Dr. Ivan Silver, Dr. Suzan Schneeweiss, Ms. Jane Tipping and Dr. David Wiljer.

Dr. Schneeweiss continues to work with members of the Royal College of Physicians and Surgeons of Canada to develop a white paper addressing the transition to competency-based CPD. Results will be discussed at the National Competency-Based CPD Summit in May 2016. In addition, as undergraduate medical education moves toward a competency-based framework, Dr. Schneeweiss continues to work with this group in the development of competencies and milestones in lifelong learning.

3. CPD Enrolment & Accreditation

The number of accredited course offerings continues to grow. An enrolment report for fiscal year 2015-2016 will be provided in the next Council report.

4. Global and Indigenous Health CPD

Building on the success of the inaugural Indigenous Health Conference (IHC): Challenging Health Inequities, the next biennial *Indigenous Health Conference: Towards Health and Reconciliation* will take place May 26-28, 2016. In keeping with the TRC recommendations, a primary objective of this conference is to give health care providers skills and knowledge to improve cultural competency and safety for Indigenous populations. IHC fosters dialogue between Indigenous and non-Indigenous participants. We have received over 200 abstract submissions and are anticipating 500 to 700 participants. The job fair includes recruiters from Nunavut, Labrador, Sioux Lookout, Northern Winnipeg, and other underserved regions. Chief Wilton Littlechild from the TRC will be a keynote speaker. Also speaking are Chief Isadore Day from Assembly of First Nations, President Natan Obed from Inuit Tapiriit Kanatami, and the president of Métis Nation of Ontario. There will also be a panel on the impact of the environment on Indigenous Health with Dr. David Suzuki.

We are making plans for the North American Refugee Health Conference, which is the largest conference on refugee health globally. In keeping with current world events, our theme will be the Syrian Refugee crisis. We will have speakers from UNHCR, CDC Atlanta and Refugee Health experts from all over Canada. It will take place at the Sheraton Hotel June 12-14, 2017.

5. Innovations and Education

Innovations and Education's mandate is to help faculty and departments develop sustainable education-based programs and assets. Innovations and Education continues to grow its portfolio of projects. Innovations and Education regularly delivers key services related to business development, communications, legal review, marketing and reputation management for education programs.

Since the last report, some recent activities and accomplishments include:

- i. **Innovations and Education is working with Faculty in the Department of Paediatrics to develop a fully accredited online CPD program called ImageSim.** Innovations and Education developed the communications and reputation strategy as well as the business plan for the program. The website is now live and the program is approaching launch shortly. <http://www.imagesim.com/>
- ii. **Innovations and Education continues to host the Innovating Education Seminar Series (<http://innovatingedu.ca/iess/>).** Recent seminars include: (A) "eLearning Strategies and Resources at the University of Toronto" hosted by Laurie Harrison from the University of Toronto's Office of Online Learning Strategies. The seminar resulted in a resource for faculty interest in eLearning resources at the University of Toronto (Resource link:<http://innovatingedu.ca/project/elearning-strategies-and-resources/>). (B) "Entrepreneurs in Education", hosted by SynapTop. (<http://innovatingedu.ca/synaptopeie/>).
- iii. **The International Pro-Resilience and Efficiency Program (iPREP) is a new continuing education program for police officers and use of force trainers.** Innovations and Education is working with faculty to develop and support the iPREP program's accreditation through CPD, as well as its communications and reputation management strategy. Recently, Innovations and Education was successful in fostering an MOU between the University of Toronto (on behalf of iPREP) and Peel Police. This MOU supports a collaboration to further validate the iPREP training paradigm with Peel Police Officers. A press conference and with a press release was done to announce the collaboration. For more information see: <http://proresilience.org/peelpolicepartnership/> and <http://medicine.utoronto.ca/news/u-t-brings-science-based-use-force-training-peel-police>
- iv. **Innovations and Education is working with Health Canada, The Canadian Diabetes Association and Pulse Canada to develop a CPD workshop to be held at the Indigenous Health Conference (<http://www.cpd.utoronto.ca/indigenoushealth/>).** We are also working with these stakeholders to develop an online CPD based on the materials presented at the workshop.
- v. **Innovations and Education is working with the SPOR Network in Diabetes and Related Complications.** This is a newly formed national network funded by CIHR and several high-profile partners (see: <http://www.spornetworkdiabetes.ca/partners/>). We are working to support the Network's communications needs and help develop their identity. Currently, we built a phase-1 web presence for the group in time for an important announcement by Federal Health Minister

Jane Philpott (<http://www.spornetworkdiabetes.ca/press-release/> and <http://www.spornetworkdiabetes.ca/>).

6. Standardized Patient Program (SPP)

As a result of the SPP incurring significant financial losses over the last three years, the decision was made to refocus the unit on supporting the core mission of the Faculty of Medicine and its partners, while also continuing to support large licensure exams. The job responsibilities of all staff-appointed USW positions were reviewed and realigned to support this focus. Eleven USW positions are being eliminated and six new positions created. This change in staffing structure will be implemented over the next few months.

Graduate and Life Sciences Education (GLSE)

Undergraduate Life Sciences Education

1. Events

a) Fifth Annual Graduate and Undergraduate Research Information Fair

This fair was held on November 11, 2016, Medical Sciences Building (10:30 pm to 2:00 pm). Exhibitors in attendance included our undergraduate (8) and graduate units (14), as well as hospitals, Life Sciences Career Development Society and the School of Graduate Studies. Over 1000 students visited our fair.

Similar to last year, this event will include an Alumni Panel event to expose them to different career paths as well as advice in pursuing graduate studies.

2. Awards

a) Undergraduate Faculty Teaching Awards

Four awards were adjudicated in three categories:

i. Excellence in Undergraduate Teaching in Life Sciences

2015-2016 - Cindi Morshead, B.Sc., Ph.D. - Department of Surgery, Division of Anatomy

ii. Excellence in Undergraduate Laboratory Teaching in Life Sciences

2015-2016 - Ahlia Khan-Trottier, B.Sc., Ph.D - Department of Biochemistry

iii. Excellence in Linking Undergraduate Teaching to Research in Life Sciences

2015-2016 - Jagdish Butany, MBBS, MS, FRCPC - Department of Laboratory Medicine and Pathobiology; Martin Wojtowicz, PhD - Department of Physiology

b) University of Toronto Excellence Awards (NSERC & SSHRC)

University of Toronto Excellence Award (UTEA) program is funded by the Vice-President Research. The UTEA program provides eligible undergraduate students with opportunities to conduct summer research

projects under the supervision of eligible U of T faculty members. The value of each 2016 UTEA is tated below and the research term required is 14 weeks.

- i. **UTEA-NSERC (4) - \$6,000: \$4,875 covered by VP Research, remaining by dept/supervisor**
 - Nutritional Sciences (1)
 - Pharmacology and Toxicology (1)
 - Laboratory Medicine and Pathobiology (2)

- ii. **UTEA-SSHRC (3) - \$6,000: entire amount covered by VP Research**
 - Occupational Science and Occupational Therapy (1)
 - Psychiatry (2)

3. Google Analytics

Collaboration with the Office of Communications (Ishita Luther), Institute of Medical Sciences (Michelle Rosen), GLSE presented the power of Google Analytics at the Graduate Administrators Meeting on February 26, 2016. Discovery Commons can generate Google Analytic reports which outline the number of unique visitors, city/country of such visitors and other related metrics for websites under their purview, including GLSE. Such reports can be insightful and help to monitor interest (in events), as well as inform and evaluate recruitment efforts.

Michelle presented on how Google Analytics has been used by IMS to track interest in their events and its impact on recruitment. Our GLSE Work Study Student, Shawn Xiong, reviewed how web traffic changed on GLSE website due to improvements of event logistics and advertising at our most recent Annual Graduate and Undergraduate Research Information Fair.

Graduate Administrators were encouraged contact Ishita to look at ways in which they could utilize Google Analytics to analyze trends and better engage graduate students.

Graduate Education

1. Summary of Academic Changes at the Faculty of Medicine

a. Governance Matters: Graduate Education Under the Portfolio of the Education Committee

As part of the faculty (divisional) governance process, curricular changes require 3 approvals: departmental level, GLSE Graduate Curriculum Committee (consultation and approval across all 13 graduate units) and Graduate Education Committee (consultation and approval from the overall faculty). However, there was an overlap in responsibilities since the membership of the Graduate Education Committee was identical to the GLSE Graduate Curriculum Committee. To resolve this matter, the Graduate Education Committee was dissolved as of September 2015 and all graduate education issues (e.g. minor and major modifications, new programs, program closures) will fall under the purview of the Education Committee of Faculty Council.

b. Curricular Changes

Below is a snapshot of academic changes that have been approved in 2015/16, as of March 31, 2016

Number of New Courses	10
Changes to Admission Requirements	1 ¹
Change in course weights/rename course	3
Change in Program Requirements	2 ²

¹This includes a proposal for an Advanced Standing Option in the MSc Occupational Sciences and Occupational Therapy program (major modification)

²This includes a proposal for a significant change in the MHS Medical Radiation Sciences program (major modification) and substituting a new course in the MHS Translational Research Program (minor modification)

c. Exit of Collaborative Programs to the Dalla Lana School of Public Health

As of July 1, 2015, 4 Collaborative Programs have left the Faculty of Medicine and went to the corresponding faculty:

- i. Dalla Lana School of Public Health
 - Aboriginal Studies
 - Health Services and Policy Research
 - Public Health Policy
- ii. Social Work
 - Aging and the Life Course

2. External Reviews

The following graduate units/graduate programs were externally reviewed in Fall 2015:

- Molecular Genetics
- Rehabilitation Sciences (MSc and PhD program only)

3. Graduate Awards

a) Graduate Faculty Teaching Awards

Seven faculty members were awarded in the following three categories:

- Early Career Excellence in Graduate Teaching & Mentorship Award
 - 2015-2016 – Paul Boutros – Department of Medical Biophysics
 - 2015-2016 – Brian Cox – Department of Physiology
- Continuing Excellence in Graduate Teaching & Mentorship Award
 - 2015-2016 – Jennifer Gommerman – Department of Immunology
 - 2015-2016 – Anthony Hanley – Department of Nutritional Sciences
- Sustained Excellence in Graduate Teaching & Mentorship Award
 - 2015-2016 – Dina Brooks – Department of Physical Therapy
 - 2015-2016 – Brian Cox – Department of Physiology
 - 2015-2016 – Reinhart Reithmeier – Department of Biochemistry

Each awardee will receive a framed certificate at the Education Achievement Celebration on May 11, 2016 and \$1,000 cash prize.

b) Queen Elizabeth II Graduate Scholarships in Science and Technology (QEII-GSST)

The 2016-17 QEII-GSST competition deadline for student applications is March 31, 2016.

c) JJ Berry Smith PhD Supervision Award

The JJ Berry Smith Doctoral Supervision Award recognizes outstanding performance in the multiple roles associated with doctoral (PhD) supervision. Two awards are offered annually: one in the Humanities and Social Sciences and one in the Physical and Life Sciences. The awards are presented at the Governor General's Medal reception ceremony in the spring. Recipients receive a JJ Berry Smith Doctoral Supervision Award certificate, an SGS Travel or Conference Award to grant a current doctoral student to support conference participation or research travel, and have their name inscribed on a plaque housed at the School of Graduate Studies. The Faculty of Medicine nominations to the School of Graduate Studies were due on April 1, 2016.

d) Weston Brain Institute International Fellowships in Neuroscience

The second round of the Weston Brain Institute International Fellowships in Neuroscience has now been announced under the auspices of GLSE. The fellowship is worth \$30,000 - \$60,000 (depending on the length, 6-12 months) and will be awarded to Canadian graduate students from the University of Toronto conducting research in neurodegenerative diseases of aging. This award enables outstanding students to travel to and work in world-renowned labs to further their research. The goal is to build international collaborations, foster influential neuroscience research and bring enhanced research capabilities back to Canada.

4. New Program Initiatives

a) Health Innovation Hub (H2i) Campus Linked Accelerator Program at the Faculty of Medicine

Since May 1, 2015, the Graduate and Life Sciences Office (GLSE) has overseen the finances for the Health Innovation Hub (H2i) program. This program is part of the University's Campus Linked Accelerator initiative funded by the Ontario Government. Professors Paul Santerre and Joseph Ferenbok are appointed as Co-Directors of H2i. The mission of the program is to enable, collaborate, educate and facilitate student-initiated translation of health matters. The initiatives that have been launched during Fall 2015 include:

- **MaRS Get Your Bot On!** (Sept 11- 13th, 2015) – H2i Sponsor
- **Lean Startups & financing**--MaRS Seminar Series (Oct – Nov, 2015);
- **IP Confidential** (Early Oct, 2015) – Workshop on BioTech IP
- **Techna Symposium** - Big Machine: Healthcare Built to Learn (Oct 30, 2015)
- **Hacking Food** – student focused initiative to end hunger in GTA (three seminars 2015/2016)
- **Hacking Healthcare 4 Innovation** (H24i) – ‘problem’ to ‘proof’; subsets of three
 - Identify Problems (Sept – Oct)
 - Ideation Hackathon (Nov 20, 2015)
 - Proof-of-Concept (Jan-Apr 2016)

Five hospital partners have been confirmed (UHN – Toronto, Western and Princess Margaret; Toronto Rehabilitation Institute, and Rouge Valley Hospital) with another 3 are pending (Sunnybrook, SickKids, and CAMH).

b) Integrity in Graduate Student Research – Focus on Statistics

The Integrity in Graduate Student Research was established as a means to expose students to ethical issues in regards to conducting their own research. Based on previous student evaluations, the use of statistics has now been included among the topics to be covered but as a separate workshop.

In Collaboration with the Dalla Lana School of Public Health, the Integrity in Graduate Student Research – Focus on Statistics was designed to expose graduate students in Medicine and Public Health to basic concepts in statistics and how data can be manipulated to produce incorrect or different results. This workshop is not meant to teach students how and when to use specific statistical techniques. Rather, it was designed to provide students with adequate knowledge to critically think about statistical data presented in peer-review journals and other formats, inform them about the dos and don'ts in collecting and preparing data for their research and use real-life examples to demonstrate how data can be manipulated to produce incorrect results.

5. Graduate Faculty Development

Stemming from monthly meetings with the Graduate Chairs, GLSE will be hosting its first Graduate Education Retreat for Graduate Chairs and Graduate Coordinators to share best practices and address graduate education issues such as time to completion and student mental health and wellness. The retreat will be held on Thursday June 2 and include guest speakers such as Dean Trevor Young, Dean Locke Rowe and Professor Markus Bussman, Vice-Dean of Graduate Studies at the Faculty of Applied Sciences and Engineering.